

DCPS FY24 Public Budget Hearing

16 November 2022

Good evening DCPS Family,

When we ponder the trauma that our community has endured, I think it's only empathetically just for us to take a 10 second meditative moment, thinking about the thousands of DCPS related lives that were lost in the last 2 years and the emotional, psychological, and physical toil this pain has caused us.

The United States Congress, Joint Economic Committee examined the [Monthly Household Inflation Costs](#). The inflation costs reflect how much more the average U.S. household must pay for the same goods and services it purchased in January 2021. The average inflation costs in the United States are slightly under \$750.00. The average inflation costs in Washington, DC is slightly above \$1,000.00. Educators don't make enough, regardless of whether or not DCPS educators make more than a large amount of other educators, we also pay more for housing, healthcare,

A survey entitled, The American Community Survey (ACS) by The Census Bureau reported, a few years ago that the median income for White households is \$125,747, compared to \$47,891 for African American households. Those figures have not changed significantly. As a "antiracist" and "antihated" school system, we have been fortunate enough to have school librarians, who are trained researchers, historians and archivists who can examine such troubling realities, as to expose solutions and help develop equitable partnerships that would combat said data, and systemically ill practices.

While we're on the subject of school librarians, in FY23 after peaceful protesting and fighting to guarantee every school has a full-time certified librarian, Councilmember Janeese Lewis George authored an amendment that passed and solidified \$3.25 million to guarantee that every school has a certified full-time librarian. This investment was not a heavy lift for a School System that received in total, over \$300M in COVID-19 recovery funds. To date, a very small amount of these Elementary and Secondary School Emergency Relief (ESSER) funds have been spent. I/ we are curious as to what the plan is to spend funds equitably and judiciously.

Indefinitely, Personnel: All schools should have at least a 1.0 Librarian, which is non-petitionable.

Budgeting Recommendation

- Schools with more than 600 students should budget a library tech aid to support the school library program
- Schools with more than 1000 students should allocate a second school Librarian position to support the school library program
- Recommended NPS for library supplies: School Librarians will need to secure specialty supplies to process donated books and make repairs to the library collection. Recommended supplies may include:
 - Follett Destiny Barcode labels available from Follett School Solution
 - Clear Waterproof Labels for Protecting Barcodes

- Bookends, 6 inches in height, heavy duty, multiple quantities
- Vinyl Label Protectors, Round, 1-1/2 x 2 Inches to cover book spine labels, multiple quantities
- Single- or double-sided book cart
- Book Binding Repair Tape, variety of colors, 2-Inch by 15-Yard, Cloth Library
- Book Hinging Repair Tape, Acid Free and Archival Safe
- Book display stands
- Library Signage
- Folding book jacket covers in various sizes
- Scotch Book Tape, 2.83 in. x 15 yd or longer to repair paperback books
- Recommended Technology
 - Replace out-of-life-cycle library desk main computer with new laptop or desktop station
 - Replace or order a second handheld Follett Barcode Scanner from Follett School Solutions to support the option to create a self-checkout station at the library desk
- *Funds for the library should not be taken from arts, music, or world language programs*

***Per DCPS FY23 Budget Development Guide**

Funding

- Create a program and hire ***Peace & Love Ambassadors***, these ambassadors would replace SPOs and traditional security officers. These ambassadors would receive mediation, anti-hatred, and restorative justice training. Ambassadors would reside in every school and Central Office
- Additional funding for music programs and art programs, including dance throughout DCPS. Every primary and secondary school should have a robust arts program that includes each of these programs
- In conjunction with DC Housing Authority and DC Public Library, create tutoring and homework help opportunities in each ward and neighborhood. With 26 public libraries, there is incredible opportunity for each student, parent and community member to have homework, resume and employment/ application assistance with a collaborative partner (e.g. DCH, DCPS, DCPL)

Personnel

Our students are carefully watching, and often quietly but, they are observing our actions. We have a responsibility to work together, Chancellor Ferebee and WTU, educators have lost homes, part-time jobs and for some, their confidence in their abilities. This month must be the month that egos are put to rest and politics become a distant memory. This month must be the month that a new contract that propels educators into an incredible future is signed, sealed, and delivered.

My colleagues are beautiful, intelligent, and compassionate, my colleagues are not only the ones that are ET-15 but they are a part of the wider DCPS family, including each person at Central Office, from instructional superintendents, division chiefs, directors, brilliant custodians, administrative assistants, and everyone I might've missed.

Our students are watching and what example do we want them to see?

Absolute Peace, Love & Light,

christopher stewart

Angela Anderson/Whittier Elementary

Hello Mayor Bowser and the Council of the District of Columbia,

My name is Angela Anderson, I am a Ward 4 resident, and a parent of four. Two of my children are in college, one is currently at a DCPS high school student and my youngest is a second grader at our neighborhood school, Whittier Elementary School. In addition, I am proud to say that I am also the current PTO President of that amazing school.

I am here to provide my testimony on the gross negligence that's happening at Whittier. This is my fifth year at the school and there have been ongoing ignored issues my entire time as a parent at this school. This is actually the reason why I stepped into the the role of PTO President because someone needs to advocate for all of the working parents in our school. Someone needs to highlight this gross neglect that our families have endured over the years. Is it because we have working parents who don't have as much free time to be present and vocal about the issues? Is it because of our demographics and we are a school of color and minorities. Last school year, I wrote a letter on behalf of all of the issues that were going on at Whittier. That letter spoke about the constant subpar contractors and band aid solutions to our ongoing leaky roof issues. You are aware the school year prior to the pandemic, the leaking roof was repaired twice and still continued to rain down into my daughter's, then Early Childhood Education classroom. That year there were three classroom relocations and teachers who fell ill to the particulates that rained down into the classrooms. Do you think this environment is one conducive to learning? Do you think teacher absences due to poor air quality and band aid solutions should continue? There have been three roofing repairs and yet we still have leaks in our school.

Whittier's nearly 100-year-old building and your negligence, forces us to continue to suffer from more persistent and costly issues such as ceiling collapses, buckling floors, roof leaks, HVAC issues, non working water fountains, sewage backup inside of bathrooms and closets, non-working toilets on an entire classroom level, falling bricks and toxic air caused by sustained water damage. Recently, on October 18th, a radiator burst in the main hallway of the school where students walk daily. Hot steam filled the hallways which required the building to be immediately evacuated, disrupting classroom instruction for most of the school day. The children were scared!

Again, the main purpose of my presence today is to urge you to pay attention and stop the negligence. The District's piecemeal approach to addressing Whittier's issues must stop because it is not working and it is costing taxpayers millions of dollars. I urge you to begin Whittier's modernization process in Fall 2023 because the current schedule does not address the existing building codes violations which puts the lives and safety of students, teachers and staff at risk—what if a student had been walking down the hallway when the radiator burst? What will it take, an injury—so that students, teachers, and staff have the healthy, accessible and safe building they deserve.

Again, as a parent, the code violations and chronic issues are very troubling and raise doubts about whether my daughter and the other children who attend Whittier, will receive the strong educational foundation they need in a high-quality physical learning environment they deserve. It's disheartening to look across the street at the new Ida B Wells and renovated Coolidge High School and see our school crumbling slowly. Please know, outside of the physical issues, Whittier is a gem because our educators continue to overcome the odds and have academic and school wide gains but safety must become the priority. I am optimistic that these issues can be fully rectified by renovating and bringing the building up to code. However, moving Whittier up on the modernization list would be the most economical and for sure way to

eliminate further embarrassment of DCPS, DCPS Facilities and DGS's band aid and very temporary solutions. Modernize Whittier Now!

Thank You
Angela Anderson

Public Testimony of

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FOR

Fiscal Year 2023/24 Budget for District of Columbia Public Schools (DCPS)

Wednesday, November 16, 2022
6:00 p.m. to 8:00 pm
Virtual

Prepared: November 16, 2022

Good Evening Mayor Bowser, DME Kihn, Members of DC Council, Chancellor Ferebee and DCPS:

My name is Marty Welles and I have three children at Jackson-Reed High School. My children participate in a total of 7 different sports – Soccer (Fall); Cross-Country (Fall); Cheerleading (Year-Round); Ultimate (Year-Round); Track (Winter/Spring); Lacrosse (Fall/Spring); and Softball (Spring). All of these teams have DCIAA and DCPS requirements for equipment, gear, uniforms, coaches, physical trainers, referees, bus transportation, conduct, grades, and attendance. All of these teams use DCPS facilities (when available) for conditioning, practice, and games. All of the teams report to the school’s athletic director.

DCPS needs to provide an annual grant to DCIAA in its budget so that unfunded high school sports teams throughout DCPS can proudly represent our city and our schools while competing under the DCIAA banner. A start-up budget of \$15,000 per unfunded team would go a long way toward establishing equity in sports throughout DCPS.

Right now, schools that can’t raise about \$15,000 per year from their parents, can’t have a lacrosse team, a field hockey team, a bowling team, an archery team, an ultimate team, a hockey team, or a crew team. This is despite the fact that many unfunded high school sports are funded at the middle school level – archery and lacrosse are two examples.

Estimated cost for an unfunded team:

- \$ Head coach - \$3,000 (in season) (required by DCIAA)
- \$ Assistant coach - \$1,000 (in season) (required by DCIAA based on team size)
- \$ Athletic Trainers - \$2,800 (8 home games x \$175 per hour x 2 hours) (required by DCIAA)
- \$ Referees - \$2,400 (\$100 per hour x 3 referees x 8 home games) (required by DCIAA)
- \$ Uniforms - \$2,000 (annual cost for game and practice - \$6,000 every three years)
- \$ Bus Transportation - \$4,000 (8 away games at \$500 each round-trip)
- \$ Gear –
 - o \$1,000 Ultimate (discs, cones)
 - o Gear - \$10,000 Lacrosse (pads, helmet sticks, balls, nets, etc.)

Some high school teams have less costs (such as Ultimate) others have more (such as boys and girls lacrosse).

By placing \$250,000 in the budget, DCIAA can issue grants each season to unfunded teams that apply. A grant-type program alleviates DCIAA from the majority of its administrative work, such as scheduling, tournaments, uniform procurement, etc. As more teams begin to field teams, then the \$250,000 budget can be increased each year.

If DCIAA doesn't want to mess with the grant process, allow non-profits to bid on the opportunity to distribute grants. Capital Community Partners, of which I serve on the Board, has a proven track record of serving youth in our community through the Feed the Feeder program.

This is about equity and inclusion, mental and physical health, creating opportunities for all of our youth.

I thank you for your time and I look forward to partnering with each of you again this year. We have a lot of work to do, but I am proud to be able to send my children to public school in the District of Columbia.

Thank you,

Martin Welles

Parent of 3 Children at Jackson-Reed High School (DCPS)
Board of Directors, Capital Community Partners (Ward 8 HQ)
Member, Student Assignment and Boundary Committee
Member, Chancellor's Parent Advisory Cabinet
Board of Directors, Capitol Hill Little League - Treasurer

LL.M. Georgetown University Law Center – Taxation
LL.M. George Washington Law School *with Highest Honors* – Litigation
J.D. Loyola New Orleans – International Law
M.A. Loyola New Orleans – Communications
B.A. Viterbo University
A.A. University of Wisconsin – La Crosse

DCPS Budget Hearing FY 2023-2024

Testimony of Nura Green Lane, Parent, Anne Beers Elementary School (Ward 7)

November 16, 2022

Thank you to DC Public Schools for giving me the opportunity to share my thoughts and recommendations for the budget Fiscal Year 2023-2024. I am Nura Green Lane, a parent of a student at Anne Beers Elementary School these are my recommendations:

Traffic Safety to prevent accidents and fatalities

I thought it was me, but everyone is going beyond the posted speed limit and is not adhering to signs nor our crossing guards. Something must be done immediately around the school to prevent a fatality from occurring before, during or after school.

Along Alabama Avenue Southeast from Pennsylvania to Branch Avenues we have at least four locations where children are engaged. It is scary to walk across Alabama Avenue to take my child to school even with the crossing guard. DCPS works with DDOT to provide immediate remedy of speed humps and other traffic calming measures to slow drivers down.

Building Modernization and Completion of past projects

Did you know Anne Beers School building is 80 years old this year? It was built in 1942, just as the U.S. was entering World War II. The staff and students were all-white. Today, African Americans are the majority population. An 80 year old building means everything has a shelf life and the material used during that time are no longer adequate and or safe. However, more than a decade ago, Beers underwent some form of modernization that was subpar. Much of the work completed was shoddy at

best. Somehow that was acceptable under previous administrations. In 2019, the cafeteria which was supposed to be modernized had a fire. Only one side of the building heard the alarm, those students and staff were able to get out. The other side never did until a teacher making copies for students realized something was wrong and was able to alert them to get out. It is not clear if the fire safety is was addressed. However, we must ensure this does not happen again. During COVID-19 Pandemic all areas of concern should have been addressed. Our building is 80 years old; we need it to be fit for our 21 century scholars. There needs to be a separate fund source because to address bad modernization efforts in buildings over 50 years.

Health and Safety

Maintaining standards of building cleanliness that you instituted during the last two years of COVID-19 need to be adhered to. I applaud the individuals that comprise of buildings and maintenance personnel. More than ever before, they carried our schools on their shoulders so that our children and teachers could return safely during the pandemic. DCPS provided detailed updates about school buildings, HVAC systems and other high touch areas. This update needs to continue and repairs and replacement to those systems needed to fund at a higher level as well as the other resources and supplies need to continue safe air and air circulation beyond COVID-19. In a building that is 80 years old, these systems become more fragile and prone to breakdown. The buildings need to have high cleaning schedules as there has been an uptick in absences to reduce the spread of virus' and other airborne containments and need to have upgraded HVAC and water filtration systems.

Our new playgrounds look wonderful. However, we still need a low bearing fence for the older children. Unfortunately, their playground area cut into the soccer field and now we have to play our DC Scores home games away from Beers.

Transportation

DCPS Bus transportation this school year is horrendous. You know it. I will not belabor it. FIX IT! This cannot be next year. Provide more money to allow more bus trips beyond DC. My child took public transportation to visit the Capitol. The students had a wonderful visit. It was days later that he told me he was able to go back to the US Capitol Police offices and showed me his police badge. These outdoor trips help make learning fun and relevant.

Funds to Buffer Population Shifts

The number of students estimated by our principal was significantly lower than the number of students who showed up on the first day of school. As a result, our principal had to shift her budget around to address the shortfall. We need to have a mechanism in place for principals to receive additional funds if they have more students than estimated, and/or have students whose needs are greater than anticipated. We need to shift resources from central to the school expeditiously to address this concern. The last two years are anomalies to some extent. Reviewing past data, you can surmise to some extent student population data in terms of numbers and needs to address educational capacity of schools.

Music, Arts, Language, Technology and Sports are more than extracurricular activities. They provide the foundation for well-rounded 21st century global citizens. Our scholars learn differently at different stages and rates. The teachers at Anne Beers recognize this and have adjusted their teaching to reach all children using small group instruction and interaction. However, our principal at times must determine if she has enough in her budget to provide additional instructors in these specialized areas. The budget needs a buffer to ensure schools can provide these resources to all students, especially to schools whose students have underperformed.

Technology

INVEST in technology. All students should have access to laptops or tablets in the classroom and/or home. No exception. We did it in COVID-19 and you can't undo it now.

Food and Food Security Programs

My child believes this is important: all children need to have access to food and to be able to have it in their classrooms. Beers provides their students with this, and it needs to continue. This is fundamental to learning and achievement, especially when students live in families that are food insecure in Wards 7 and 8. Beers also participates in Food Prints. The school's garden provides a learning opportunity to understand food to table concept and why healthy foods matter. My child is a picky eater but was so proud to share that he ate salsa he made during the food prints class. This program needs to be fully funded and expanded.

Substance Misuse Prevention and Trauma Informed Resources

Training and Equipping all DCPS personnel with Narcan (no exceptions). Narcan is a mist the relieves opioid overdoses. Most overdoses are occurring in the adult population, however, students are using it and some overdosed. Narcan is a life saving intervention that prevents fatal overdoses. Our DC Prevention Centers are in the communities to assist schools with drug awareness and prevention training and resources. DC Public Schools need to ensure schools are utilizing trained Behavioral Health Personnel through DBH to address trauma and other high risk behaviors that impact our children at school and at home.

Families and Schools Together Make the Difference

I cannot speak for every parent and every family; however, I feel confident when I say, We Love Anne Beers. We really do. We are working with our PTO to continue to build it up and to collaborate with the school to ensure all students and families have the resources they need to succeed. We will need the full support of DSPPS to ensure our collective efforts leave no one behind and all scholars are able to succeed beyond Anne Beers.

Jerry, I regret to say that I will not be able to offer my testimony tonight. If possible, I would like to still register displeasure about the reduction in teachers - meaning that our kids have one less class this year than they did last year. This is a huge loss of extracurricular enrichment choices. A reduction in learning opportunities, especially on the tail of Covid, is not really an acceptable way to regain our losses.

Thank you, and my regrets that scheduling became a problem for me.

Casey

Casey Aboulafia

Good evening, thank you for the opportunity to testify regarding the DCPS Fiscal Year 24 budget. I appreciate this hearing being held outside of our contract hours so that educators are fully able to participate. I'm Alice McNeill, a reading specialist at Garfield Elementary School in Ward 8. There are many things I strongly believe should be funded such as increased budgets for wrap around mental health services for students, as well as staff, money to support flexible scheduling, and of course a strong contract for the WTU. However, my testimony this evening will be focused on a more straightforward line item: allocating more of the budget to purchase decodable texts to better support our new and struggling readers.

The district has clearly stated that using evidence-based instruction is a priority. I am a proud alumnus of the DC Reading Clinic, one of the best professional development opportunities available within the district. Being trained with the DC Reading Clinic is the first step to supporting educators and students in the switch to structured literacy, literacy instruction aligned to brain science. The next step is continuing to support educators with adequate and appropriate resources: decodable texts. This school year, each school should have received 40 titles of somewhat decodable texts, written specifically for DCPS students in first grade. This is a great start for students to have some of their experiences mirrored in their curriculum, however 40 titles is far from enough. As we have seen from the latest test scores, the vast majority of DCPS students need instruction in foundational literacy skills. 40 titles just isn't enough, and we don't need to wait for DCPS to create more titles. There is a plethora of resources already available for purchase at a wide variety of price points. The DC Reading clinic already compiled a list of suggested titles, and some are available to download on the Science of Reading Educator CANVAS page. Educators, who are able to find these resources, are able to put together "books" made from their own printer paper, however, I urge to simplify this process and purchase actual bound books from a professional publishing company. These bound books will last longer and be able to support more students over time. I have enclosed a link from The Reading League, a nonprofit organization created to advance awareness, understanding, and use of evidence-based instruction, with recommended texts for readers of all ages. <https://www.thereadingleague.org/decodable-text-sources/>

DCPS leadership has stated that effective literacy instruction is a priority, however, without the funding for appropriate and research-based resources, we cannot align actual classroom practice with this stated goal. It is an issue of equity. Students need to be able to practice decoding skills in real books, schools need enough books for the full scope and sequence of instruction, and for students to be able to take these books home. We know what is best, decades of research has shown that decodable texts best support children's literacy development. Now we need money to purchase them. Thank you for your time.

Karen Cowden
DCPS – Kimball Elementary School Librarian
Testimony - November 16, 2022

Good evening. Thank you for this opportunity to testify this evening. I am Karen Cowden, proud parent of two DCPS graduates and the school librarian of Kimball Elementary School located in Ward 7. It is home of over 400 amazing and truly brilliant Kimball Scholars. I stand up today for equitable access to school libraries and librarians because I believe that every child, no matter their zip code, deserves to have a state-of-the-art school library filled with current print and non-print books, electronic resources, working technology, and so much more. This is a fight we have been having for far too long in DCPS and so I ask you today, will you be BOLD and do your part?

I know we want to believe differently, but the inequity in our school system is real, and I fear the positive momentum and investments of millions of dollars in DCPS school library programs will slide backwards again. You see, prior to the passing of legislation last year by the City Council known as the Right to Read Act, all schools and all DCPS Scholars did not have access to a school library with a full-time certified librarian. And while DCPS' history with respect to school libraries has shown greater promise in recent years it has been thanks to our City Council's leadership stepping in and citizens demanding action that we were able last year to get the Right to Read Amendment passed to ensure fully staffed school libraries. We are now at a crossroads. Will you be BOLD and do your part?

Eight years ago, amidst the battles facing DCPS school libraries, I transferred from a school in NW DC to Kimball Elementary, known as one of the lowest 40 performing schools in SE. I saw a library collection very dated and a third the size. I saw opportunities for field trips, author visits, science and social studies' resources, technology and technology support starkly missing. I saw few schools in Wards 7 & 8 with libraries or librarians at all. What I believed in my heart before the move and after the move and to this day remains the same: Children, no matter their zip code, no matter their color, their religion, sexual orientation or gender expression are CURIOUS about our world. Yes, significant progress has been made but let's not go backwards. All of our children DESERVE the very best in all respects, including a state-of-the-art schools with well resourced libraries with a certified school librarian. Be BOLD. Let DCPS be a leader for our Nation to show that we value the right to read for all our children and the value the role school librarians play in promoting the love of reading. The very heart of our democracy is at stake if we do not fight for and protect our libraries and make certain they are accessible to all. Let us not miss this opportunity to stand up, to keep the momentum moving forward and take action and do what is right for all of our children.

Thank you.

Good evening, Chancellor Ferebee and DCPS community. My name is Valerie Boykin-Pair, I am a native Washingtonian and graduate of DC Public Schools. I am the current PTO president and LSAT member at McKinley Technical Education Campus, Member of the Principal Selection committee for the McKinley EC and Former member of the Chancellor's Advisory Board. I come to you today as the parent of a Class of 22 Ellington Graduate, current McKinley Tech 11th grade student, and current School Without Walls Freshman.

There are three concerns I'd like to highlight for your budget consideration:

1. Principal division at McKinley Tech Education Campus
2. Technology deficiencies across school communities
3. Delayed service responses creating a lack of equity in physical/mental health across school communities

As I mentioned I participated in the principal selection committee at McKinley Tech. The parents in that committee asked repeatedly of Central office why these two schools had to share a principal. We were told the separation wasn't allocated in the 2022 budget. PLEASE RECONSIDER this stance as you plan for the 2023 budget. Principal Stafford is a WONDERFUL addition to our schools and this request is NO reflection on her. Our experience as an EC has shown us the deficiencies in this model. We continue to see a decline in enrollment at the middle school and in the quality of our STEM program at the high school. The goals for the two schools are not aligned enough for this role to be shared and meet and EXCEED the potential we see in these programs.

DCPS technologies do not meet the needs of the school communities. I access three DCPS buildings and the networks in all three are lacking. Students must use their personal devices to get a good signal. Fix it. Teachers are forced to do double entry in two systems that do not talk to each other. In Canvas there is inconsistent implementation between teachers that causes confusion and angst among students and parents. When I think of the time spent by thousands of families that is wasted trying to discern what these applications are supposed to show us, or the time wasted by teachers I am disheartened. Lastly the information sent out to families is inconsistent, for example the cumulative GPA listed on my child's 4th term report card does not match what was sent home to me in her readiness report. It is imperative that families feel the tools are useful and accurate. Otherwise, how are we to trust what we receive from you. Technology is supposed to create ease of use and access, but we are not reaping that in our current model.

We are post pandemic and I expected our buildings to be ready to safely house all students. There are delayed services resolutions across many schools that are detrimental to students physical and mental health. I was shocked to find all schools do not have at least one updated sanitary water fountain. What can we do to push DGS to complete service needs at our schools so our students can matriculate in safe environments? Are we waiting on DGS or are we waiting on funding?

Having options for high school students who have determined their interest early on and supporting them on these paths is commendable. I would like more transparency in the funding at our schools. The budgets aren't explained or aligned to allow reasonable review and understanding. Data isn't presented well and is confusing, for example in their 2023 submitted budget McKinley Tech has 9 related arts positions, and SWW has 13 but Ellington, the performance Arts program only has two? This

cannot be correct as I would expect DCPS to fund more related arts teachers at Ellington than any other school.

In the 22 budget planning your focus was equity and transparency as DCPS shifted its budget model. Unfortunately, the budget presentations are still lacking. Budgets aren't explained or aligned to allow reasonable review and understanding. Seeing disparities like this causes confusion and feeds into the discord around transparency. Thank you for the opportunity to voice my input in this 2023 Budget forum.

Testimony of Stephen Kletter – DCPS Budget Hearing – November 16, 2022

Good evening. My name is Stephen Kletter and I am a practicing economist who has lived and worked in the District for over 25 years. I have two children that attend Jackson-Reed High School.

Over the past few years I have spent an enormous amount of my own time deciphering the old and new DCPS school funding budget models. Using my training in economics, I have identified significant problems with both models and I have shared my results with senior DCPS staff on multiple occasions and have testified before the city council.

A serious problem with the old CSM budget model was that it dramatically underfunded large schools, even after accounting for differences in student needs. For example, this flaw in the CMS budget model underfunded Alice Deal Middle School by over \$2 million per year and the Alice Deal LSAT called upon DCPS to fix this chronic problem. To its credit, DCPS itself explicitly recognized this problem in its Summer 2020 budget presentations. However—and this is really disappointing—when the new DCPS budget model was unveiled for FY23, this fundamental problem was left completely unaddressed. As a result, many students in our city—including those that attend Alice Deal, CHEC, and Jackson-Reed—will continue to receive inadequate general educational funding simply because they attend a large school. It is long past time for DCPS to fix this mistake.

Remarkably, the new DCPS budget model is even worse than its predecessor. The new model cuts baseline General Education funding for many elementary schools across the city and a few middle schools such as Alice Deal and Hardy. The funding cuts per student are by far the largest in the Jackson-Reed feeder system.

Many LSATs may be unaware the new model has cut their baseline funding. That's because DCPS supplemented their total FY23 funding amounts with what DCPS refers to as "One-time Stability Funds." If your school received One-Time Stability Funds for FY23, it means—and this is important—that the new DCPS budget model has determined that the school's baseline funding should be cut dramatically. These stability funds appear intended to temporarily mask—in an election year—the inevitable baseline funding cuts for these schools that are scheduled to kick-in in FY24 and continue going forward for the foreseeable future.

To calculate your school's new baseline funding under the new budget model, simply subtract your school's total funding amount by the amount of One-Time Funds you received. For example, doing this simple math for Alice Deal reveals that its baseline funding will be cut \$750,000 relative to FY22.¹ And when you properly account for lost purchasing power due to

¹ Alice Deal received \$16.7 million in total FY23 funding but \$1.8 million of that amount was in One-Time Stability Funds. Excluding the One-Time Funds, Alice Deal's true baseline funding under the new model is \$14.9 million. That represents a drop of \$750,000 as compared to FY22 where Alice Deal received \$15.7 million.

inflation, the true drop in baseline funding at Alice Deal is over \$1 million.² The pain, however, will not be felt until FY24 when the One-Time Funds disappear. Alice Deal received \$1.8 million in One-Time funds, so next year it faces a fiscal cliff that could result in the elimination of a whopping 16 fulltime teaching positions.³ This is simply unacceptable and the new budget model must be fixed.⁴

Similarly, the elementary and middle schools that feed to Jackson-Reed High School collectively will lose \$8.8 million in annual funding when One-Time Stability Funds are eliminated in FY24. This fiscal cliff represents a whopping 10% funding cut for the feeder system and will necessitate the elimination of nearly 80 fulltime teaching positions. Again, this is simply unacceptable and must be fixed.

I have attached a presentation that outlines this funding problem in detail.

Thank you for your time and hard work.

Sincerely,

Stephen Kletter

² Remarkably, total General Education funding (i.e., non-needs based) at Alice Deal has fallen by nearly \$1.2 million (\$1.9 million when inflation adjusted) relative to FY20. On an inflation-adjusted basis, this represents a drop of nearly \$600 per student. These reported funding cut amounts are very conservative (due to FY23 submitted budgets underreporting ELL and SPED funding) and thus the true total cut to General Education funding at Alice Deal over this period is likely closer to \$2.4 million on an inflation-adjusted basis.

³ The new budget model continues to penalize Deal for being a large school. Deal receives the lowest General Education funds per student of any school in DCPS (tied with Lafayette).

⁴ As mentioned above, Alice Deal had been chronically underfunded under the old budget model, so it was already starting in a funding hole.

DCPS New Budget Model for FY23:
Large Funding Cuts to Jackson Reed
Feeder Schools

November 16, 2022

Key Takeaways for Jackson Reed Feeders

- This is not a typical year because DCPS has implemented an entirely new budget model that replaces the old CMS budget model.
- The new model shifts tens of millions of dollars from elementary schools to high schools, with the largest percentage cuts to Jackson Reed feeder elementary schools. The new model also significantly cuts General Education funding for Alice Deal and Hardy middle schools.
- "One-time Stability Funds" appear intended to temporarily mask the dramatic funding cuts in an election year.
- In FY24, Deal and the Jackson Reed feeder elementary schools will face huge funding cuts, totaling nearly \$8.8 million, the equivalent of nearly 80 fulltime teachers.
- Jackson Reed feeder schools receive General Education funds per pupil (i.e., non-needs based) that are significantly lower than other DCPS schools.

The New DCPS Budget Model Shifts Funding from Elementary Schools to High Schools Citywide

Change in Funding Excluding One-Time Stability Funds

School Type	Change in Funding	% Change
Elementary	(\$12,061,295)	(3%)
Middle School	(\$825,920)	(1%)
High School	\$24,009,965	14%
Total	\$11,942,237	2%

Includes Safety Net Stability funds which are not one-time only.

The New DCPS Budget Model Harms the Jackson-Reed Feeder System While Benefiting All Other Schools

Change In Total Funding (Excluding One-Time Stability Funds) vs Change in Student Headcount

Jackson-Reed Feeder System	Change in Funding	Change in Headcount
Elementary	(7%)	(2%)
Middle School	(4%)	(2%)
High School	18%	6%
Total	(1.6%)	(0.6%)

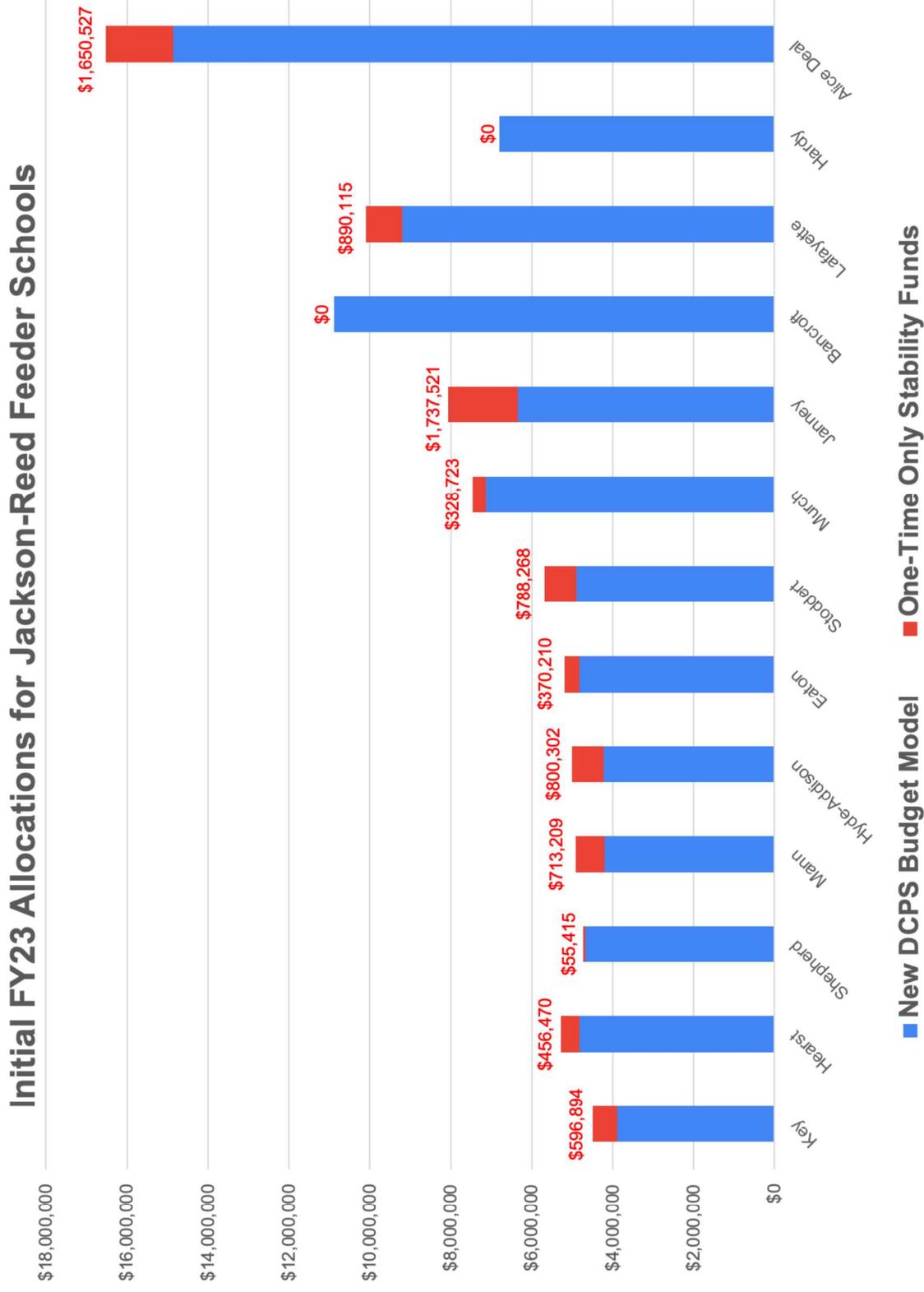
All Other Schools	Change in Funding	Change in Headcount
Elementary	(2%)	(5%)
Middle School	(0%)	(5%)
High School	14%	3%
Total	2.3%	(2.6%)

The Jackson-Reed Feeder System is receiving a cut in funding at nearly three times the rate of its expected drop in student headcount.

In contrast, all other schools are receiving a 2.3% increase in funding despite an expected headcount drop at four times the drop of the Jackson-Reed Feeder System.

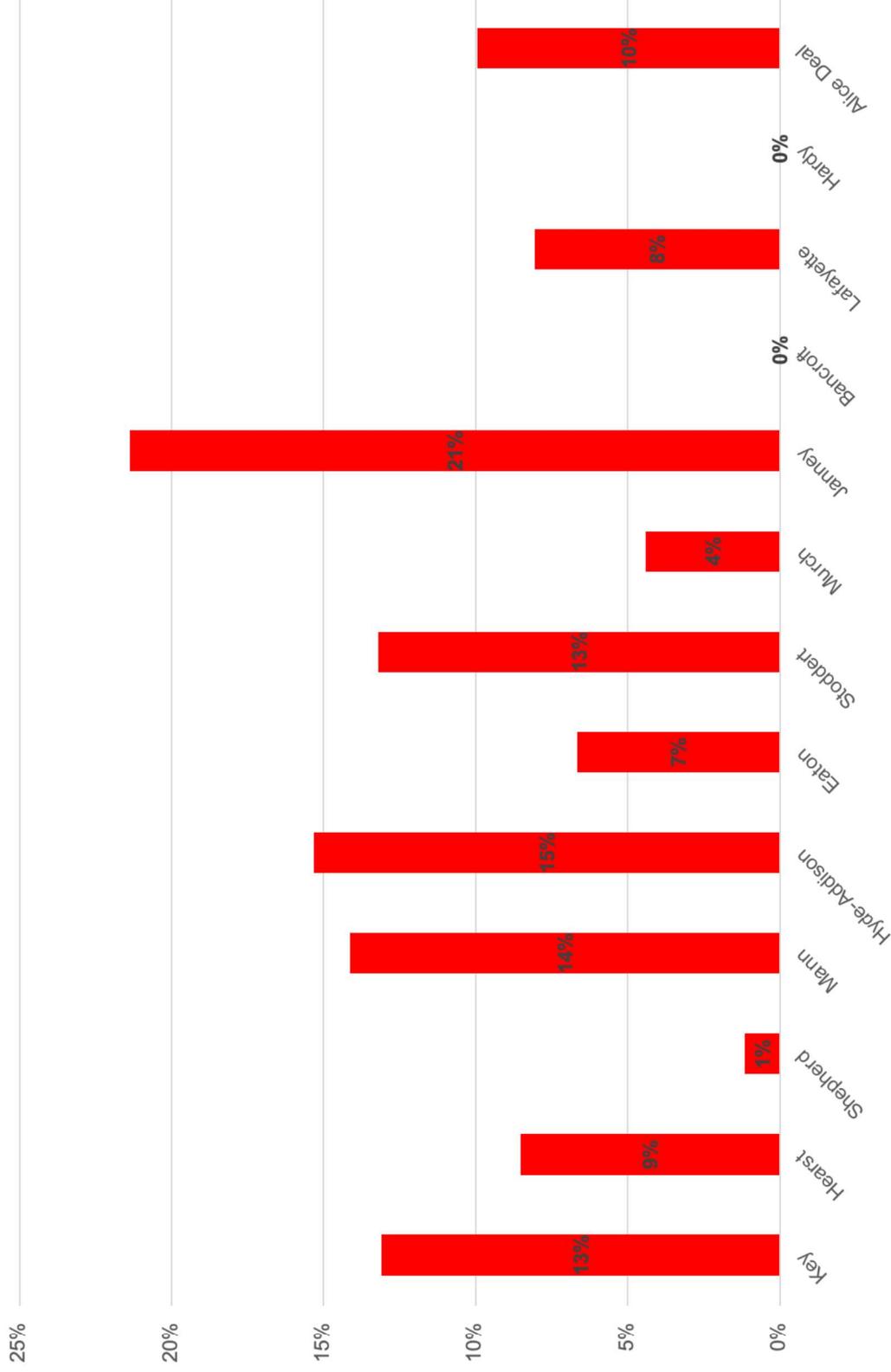
Notes: Change in funding does not account for the loss of purchasing power due to inflation. All stability funds with the exception of Safety Net Funds are one-time only.

In FY24, Jackson Reed Feeder Schools Will Lose One-Time Stability Funds Reported in Red



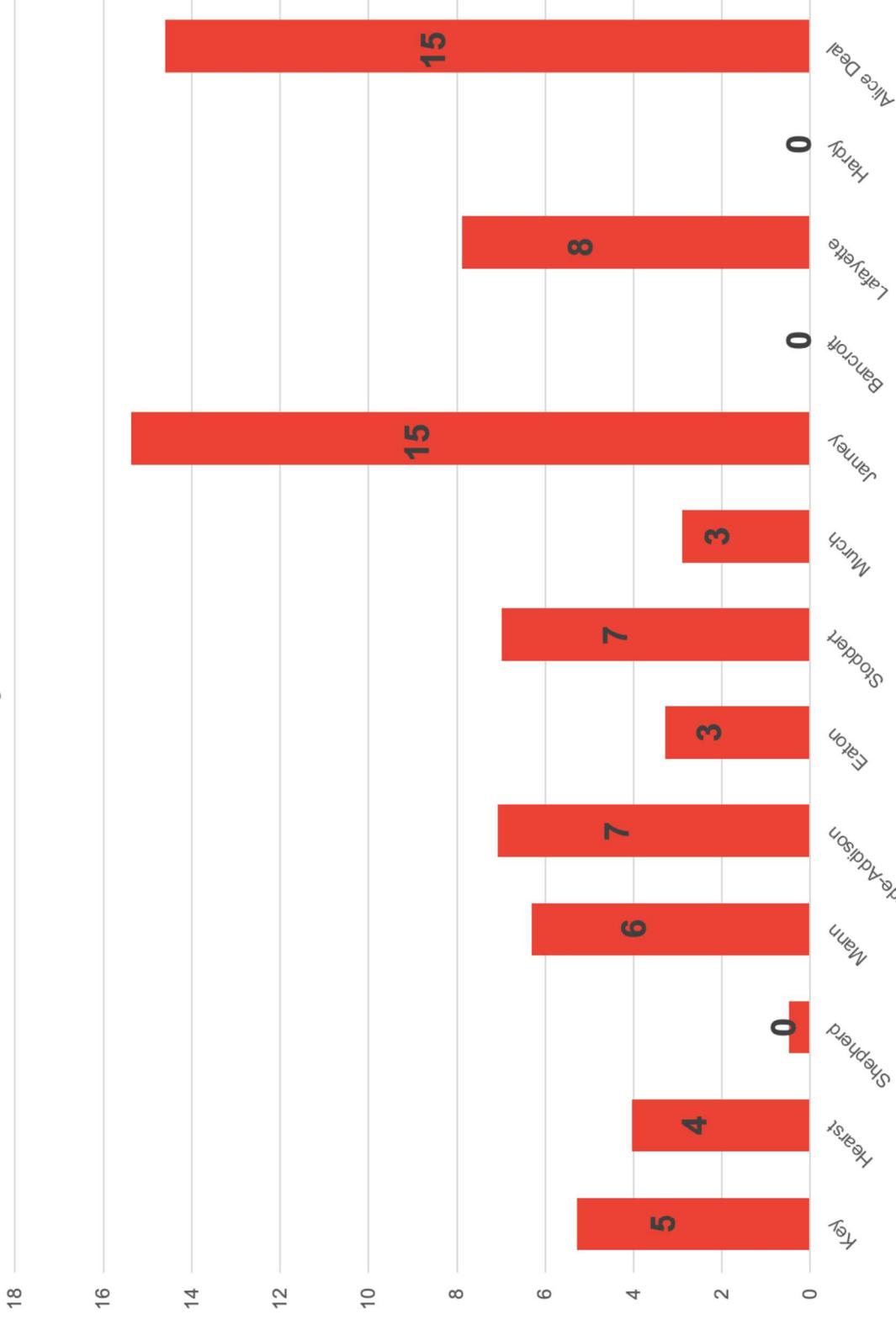
In FY24, Six Jackson Reed Feeder Schools Will Face Funding Cuts of Over 10%

FY23 One-Time Only Stability Funds for Jackson-Reed Feeder Schools as Share of FY23 Initial Allocation



In FY24, Jackson Reed Feeder Schools Will Face Teacher Layoffs

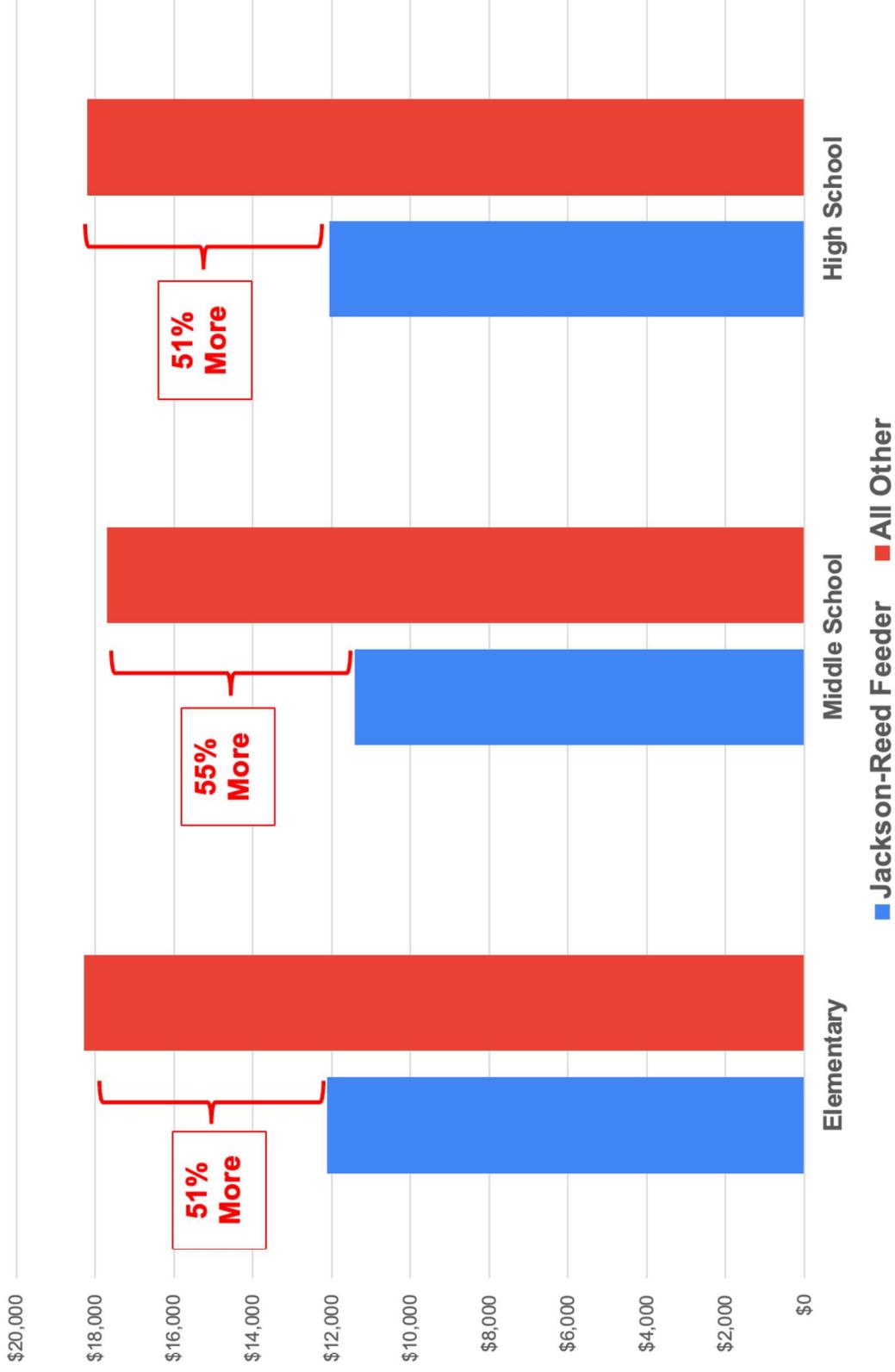
FY24 Estimated Number of Teacher Layoffs for Jackson-Reed Feeder Schools



Hardy was forced to eliminate three teaching positions in FY23.

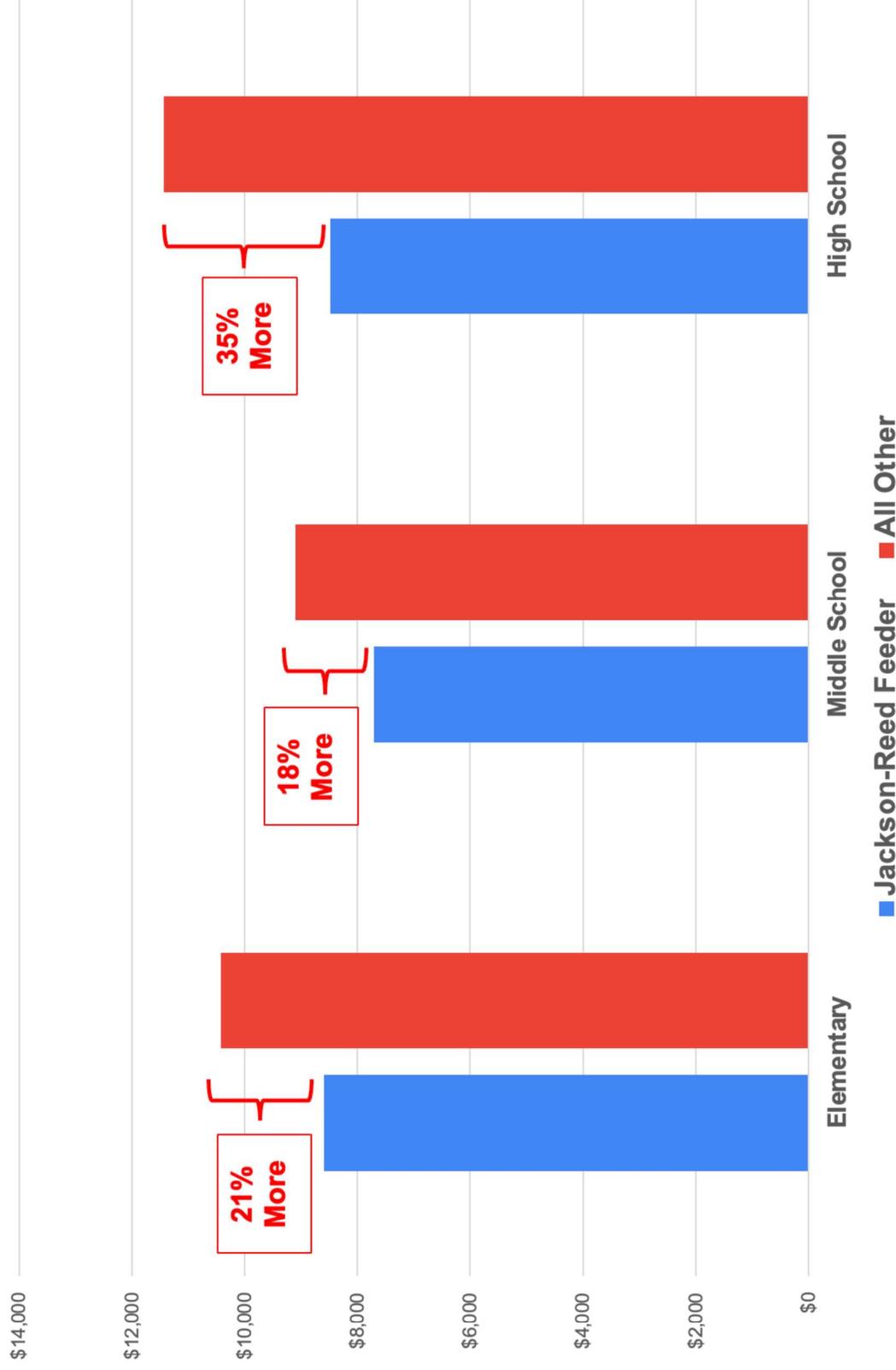
The New DCPS Model Allocates Over 50% More Total Funding per Pupil to Non-Jackson Reed Feeders

Total Funding Per Pupil Excluding One-Time Stability Funding:
Jackson-Reed Feeder System vs All Other



The New DCPS Model Allocates More General Education Funding per Pupil to Non-Jackson Reed Feeders

General Ed Funding Per Pupil Excluding One-Time Stability Funding: Jackson-Reed Feeder System vs All Other



Testimony of Danica Petroschius
LSAT Secretary, SIT Member, Parent at Capitol Hill Montessori at Logan
DCPS Budget Hearing
November 16, 2022

Chancellor Ferebee, thank you for the opportunity to testify. I am Danica Petroschius a DCPS parent for the last 12 years. My children both started at Capitol Hill Montessori at Logan at age 3 and now they are a 7th grader at CHML and a 9th grader at School Without Walls. I love DCPS and what it has to offer and we love our all-8-wards citywide school and students, parents, grandparents teachers, staff and principals in our community. I have or do serve on the LSAT, SIT, PTSO and many committees – I'm here for the work it takes for a school to make do in DCPS.

But I am tired – not tired enough to be silent – but tired. But, you haven't worn me down yet. I have been through: a crumbling, rodent-infested, sewage-leaking, overcrowded building; a school budget that had us budgeted at 40+ students per class; ignoring the needs of our Montessori educators; a lack of computers when remote learning opened; lead in the water – I thought you had thrown our school every obstacle and barrier to success that we could imagine. But, here we are again. If it weren't for the amazing community I am part of every day and the forever hope that I hold dear that DCPS does want to do the right thing for students – I would not be here today. I continue to believe in DCPS and on behalf of the 423 students at CHML today – and the many more to come – I ask you to develop a budget for FY24 that right-sizes support for our them.

CHML needs \$1 MILLION this year to right-size our budget this school year (SY22-23) according to the DCPS current budget model. This means that CHML is *short 8-9 staffing positions*. We are well under adequate and equitable funding *right now*.

Here are the facts:

- This school year, DCPS insisted we would only have 396 enrolled students and set the FY23 budget accordingly. This was an increase in enrollment, but not where we would be. Our LSAT told you that it would be more than 400 but you insisted we were wrong. Guess what – on enrollment count day we clocked in at 423 which mean our CURRENT budget underfunds us by 27 students.
- In addition, the FY23 budget that you did hand us significantly CUT our funds despite increases in enrollment anticipated to 396 (not counting the undercount we suffer from now). The ONLY reason we didn't have to cut staff is because of the one-time emergency pandemic funds that held us harmless.
- We are an education campus – and we, like the other education campuses – are systematically ignored and underfunded on top of the basic budget underfunding. We have to run a PK, elementary and middle school on a budget for an elementary school. Each CHML specials teacher has to teach **11 grades** – one art teacher, one music teacher and one Spanish teacher that must learn how to teach content for all grades in PK, elementary and middle school. This is an impossible task that they are juggling. In addition, our school has only 1 specialized science teacher for 11 grades. And, CHML has only one ELA and Math teacher for grades 6, 7 and 8. Stand-alone middle schools do not operate at such understaffed levels particularly as DCPS middle school, grade-level content becomes highly specialized. We know that education

campuses across the city are systematically ignored in many ways – most recently in the new budget modeling. When DCPS presented the new budget model to our LSAT last Spring, we were presented an *elementary* model. We asked what the model was for an education campus and we were met with shrugs. This is unacceptable.

While our amazing teachers and school leadership make it work on a shoestring – with the help of our strong parent community – it's not right.

CHML parents ask for 3 things:

- (1) Give us additional funding *now* to allow us to hire staff to address the shortfall in the current budget
- In FY24, (2) fully fund our middle school *and* (3) give us the full \$1 million increase we deserve in your own budget model.

One additional note: if the work of my fellow parent to come up with the \$1 million shortfall is not exactly accurate, then sit down with us and show us why. The smoke and mirrors and lack of transparency in the budget is unacceptable. Any parent should be able to read your budget model and determine how much funding a school should get. If we read the budget model and plug in the numbers and we get a different number than you – then tell us what “judgements” or “special considerations” you made about our school to provide us lower funding. We deserve to know why DCPS historically - and still continues to - underfund us according to the budget model, deny us funding matching our actual enrollment, and ignoring the needs of our middle schoolers.

CHML is one example of a successful education campus – exceeding enrollment this year again and helping students get into neighborhood and application high schools that they desire. Fund and pay attention to all of education campuses so that **all** students get the support they need to succeed.

Hello, Thank you for your time this evening. My name is Tim Abdella, I'm a Parent of 2 Capitol Hill Montessori DCPS students, Gabriella Abdella, age 13 in the 8th grade and Lauren Abdella, age 10 in the 5th grade. Both girls started at Capitol Hill Montessori, Gabriella was born in September, she started at the age 2. They have been at the school their entire lives, and we have been fighting for them the entire time; we are tiered of the fight for basic, safe education of our children; *yet here we are again.*

We live across the street from the school, in Ward 6 for the last 22 years. My wife Betsy and I participate on the PTSO, Chair committees, we are room parents, LSAT members, SIT members, PIT members, advocates, cheerleaders, soccer moms and when needed activists.

You have heard from some of my fellow parents at Capitol Hill Montessori, we are grossly underfunded and have been for years – THIS MUST BE CORRECTED.

As part of my testimony, I submitted the "Capitol Hill Montessori School 2023" budget as evidence. It is publicly available on the DCPS website: <https://dcpsbudget.com/datasets/capitol-hill-montessori-submitted-budget-2023/>

Using the numbers in this budget document, I will walk us through the simple math that all schools should conduct. This math will provide all of us, with a year-over-year, per student funding value, and in the case of Capitol Hill Montessori, it will show a **Million Dollar shortfall.**

The only other number needed, not included on the budget document, is the FY23 certified enrollment count – Capitol Hill Montessori's 2023 official enrollment count is **423** students.

The Total FY22 budget was \$5,590,417. The FY22 project enrollment was 355. Total Budget \$5,590,417 divided by the 355 Enrollment equals \$15,747.65 as an average per student funding amount in FY22.

(FY22 Formula: $5,590.417 / 355 = 15,747.65$)

We do the same for FY23, with a \$5,659,997 budget. Our official FY23 enrollment is 423. Same formula, Total Budget \$5,659,997 divided by 423 Enrollment equals \$13,380.61 as the average per student funding amount in FY23.

(FY23 Formula: $5,659,997 / 423 = 13,380.61$)

13,380.61 is significantly less than 15,747.65. \$2,367.04 per student - to be exact.

If Capitol Hill Montessori was funded at the same level per student this year, as last year, (which I argue is still underfunded, and does not account for inflation) the **Capitol Hill Montessori budget should be \$6,661,256.**

(CHML Should be Budget Formula: $15,747.65 * 423 = 6,661,255.95$)

Our actual budget for FY23 is \$5,659,997. **This is a \$1,001,259 Year-Over-Year shortfall.**

(Shortfall Formula: $6,661,256 - 5,659,997 = 1,001,259$)

A Million Dollar shortfall is simply not equitable for Gabriella, Lauren and all of their classmates. The school is short 8-12 staff members depending on how the funding is allocated.

Capitol Hill Montessori is grossly underfunded, has been for years – THIS MUST BE CORRECTED NOW.



Cap Hill Montessori @ Logan

Fiscal Year 2023 (FY23) DCPS Submitted School Budget

BUDGET OVERVIEW	
Total FY23 Submitted Budget	\$5,659,997
Total FY22 Submitted Budget	\$5,590,417
Total Enrollment	396
Change in Enrollment	41
Percent At Risk	20%
Total At Risk Funds	\$211,918
Hold Harmless	\$190,026
Mayors Recovery Funds	\$69,580

Year-Over-Year Notes

Cap Hill Montessori @ Logan's FY23 submitted budget is \$5,659,997. This is an increase of \$69,580 over the FY22 submitted budget. The initial formula allocation includes \$190,026 in Hold Harmless Funds to ensure that Cap Hill Montessori does not receive less than its submitted budget from last year, and \$69,580 in one-time recovery funds to provide stability during the pandemic. School budgets are primarily driven by two factors: enrollment and unique student need. In SY21-22, Cap Hill Montessori's projected enrollment was 355. In SY22-23, the school's projected enrollment is 396, an increase of 41 students. Cap Hill Montessori received \$2,683 per student eligible for at risk funding, bringing their total At Risk Supplement to \$211,918. Cap Hill Montessori received \$69,000 in ESSER III acceleration funding, that is not included in their budget total. This year, security funds are not part of the FY23 school budget allocation and will be managed centrally. Security funding is excluded from both FY22 and FY23 budget totals; thus, this shift does not impact the school's year-over-year calculation or FY23 allocation.

FY23 Comprehensive List of Budgeted Items

Note: Some title adjustments may be made to the budget positions below to ensure the correct vacancies are posted for each school. These adjustments are budget neutral.

Job Type	Staff Type	FTE	Total Budget	Local	At Risk	EL UPSFF	Title I	Title II	21st CC
Assistant Principal - Other	School Leadership	1	\$158,560	\$0	\$158,560	\$0	\$0	\$0	\$0
Principal	School Leadership	1	\$198,942	\$198,942	\$0	\$0	\$0	\$0	\$0
Teacher - 1st Grade	General Education Teachers	2	\$227,665	\$227,665	\$0	\$0	\$0	\$0	\$0
Teacher - 2nd Grade	General Education Teachers	2	\$227,665	\$227,665	\$0	\$0	\$0	\$0	\$0
Teacher - 3rd Grade	General Education Teachers	2	\$227,665	\$227,665	\$0	\$0	\$0	\$0	\$0
Teacher - 4th Grade	General Education Teachers	2	\$227,665	\$227,665	\$0	\$0	\$0	\$0	\$0
Teacher - 5th Grade	General Education Teachers	1	\$113,832	\$113,832	\$0	\$0	\$0	\$0	\$0
Teacher - English	General Education Teachers	1	\$113,832	\$113,832	\$0	\$0	\$0	\$0	\$0
Teacher - Kindergarten	General Education Teachers	2	\$227,665	\$227,665	\$0	\$0	\$0	\$0	\$0
Teacher - Math	General Education Teachers	1	\$113,832	\$113,832	\$0	\$0	\$0	\$0	\$0
Teacher - Science (General)	General Education Teachers	1	\$113,832	\$113,832	\$0	\$0	\$0	\$0	\$0
Teacher - Social Studies	General Education Teachers	1	\$113,832	\$113,832	\$0	\$0	\$0	\$0	\$0

Job Type	Staff Type	FTE	Total Budget	Local	At Risk	EL UPSFF	Title I	Title II	21st CC
Instructional Coach - Math	Schoolwide Instructional Support Positions	1	\$113,832	\$113,832	\$0	\$0	\$0	\$0	\$0
School Librarian	Schoolwide Instructional Support Positions	1	\$113,832	\$113,832	\$0	\$0	\$0	\$0	\$0
Coordinator - Special Education (CSE)	Special Education Positions	1	\$119,483	\$119,483	\$0	\$0	\$0	\$0	\$0
Teacher - Inclusion/Resource Services	Special Education Positions	3	\$341,497	\$341,497	\$0	\$0	\$0	\$0	\$0
Teacher - ELL	English Language Learners Positions (ELL)	0.5	\$56,916	\$0	\$0	\$56,916	\$0	\$0	\$0
Aide - Early Childhood	Early Childhood Education Positions (ECE)	8	\$313,331	\$313,331	\$0	\$0	\$0	\$0	\$0
Teacher - PK3/PK4 (Mixed Age)	Early Childhood Education Positions (ECE)	8	\$910,660	\$910,660	\$0	\$0	\$0	\$0	\$0
Teacher - Art	Related Arts	1	\$113,832	\$113,832	\$0	\$0	\$0	\$0	\$0
Teacher - Health/Physical Education	Related Arts	2	\$227,665	\$227,665	\$0	\$0	\$0	\$0	\$0
Teacher - Music	Related Arts	1	\$113,832	\$113,832	\$0	\$0	\$0	\$0	\$0
Teacher - World Language	Related Arts	1	\$113,832	\$113,832	\$0	\$0	\$0	\$0	\$0
Aide - Kindergarten	Classroom Instructional Support Positions	1	\$39,166	\$39,166	\$0	\$0	\$0	\$0	\$0
Behavior Technician	Social-Emotional Positions	1	\$57,558	\$57,558	\$0	\$0	\$0	\$0	\$0
Psychologist	Social-Emotional Positions	1	\$113,832	\$113,832	\$0	\$0	\$0	\$0	\$0
School Counselor - 10mo	Social-Emotional Positions	1	\$113,832	\$113,832	\$0	\$0	\$0	\$0	\$0
Social Worker	Social-Emotional Positions	1	\$113,832	\$113,832	\$0	\$0	\$0	\$0	\$0
Custodial Foreman	Custodial Staff	1	\$79,025	\$79,025	\$0	\$0	\$0	\$0	\$0
Custodian (RW-3)	Custodial Staff	2	\$102,375	\$102,375	\$0	\$0	\$0	\$0	\$0
Custodian (RW-5)	Custodial Staff	2	\$120,118	\$120,118	\$0	\$0	\$0	\$0	\$0
Aide - Administrative	Administrative	1	\$71,961	\$1	\$53,357	\$18,603	\$0	\$0	\$0
Manager - Strategy & Logistics (MSL)	Administrative	1	\$116,262	\$116,262	\$0	\$0	\$0	\$0	\$0
Administrative Premium (General)	Admin Premium/Overtime		\$17,000	\$17,000	\$0	\$0	\$0	\$0	\$0
Custodial Overtime	Admin Premium/Overtime		\$7,000	\$7,000	\$0	\$0	\$0	\$0	\$0
3rd grade HPE Swim Program Contribution	Non-Personnel Spending		\$15,325	\$15,325	\$0	\$0	\$0	\$0	\$0
Custodial And Maintenance Supplies	Non-Personnel Spending		\$15,000	\$15,000	\$0	\$0	\$0	\$0	\$0
Educational Supplies	Non-Personnel Spending		\$10,000	\$10,000	\$0	\$0	\$0	\$0	\$0

Job Type	Staff Type	FTE	Total Budget	Local	At Risk	EL UPSFF	Title I	Title II	21st CC
Electronic Learning	Non-Personnel Spending		\$12,985	\$12,985	\$0	\$0	\$0	\$0	\$0
Electronic Learning - Library MOU	Non-Personnel Spending		\$1,806	\$1,806	\$0	\$0	\$0	\$0	\$0
Food and Provisions (Including PARCC snacks)	Non-Personnel Spending		\$1,108	\$0	\$0	\$1,108	\$0	\$0	\$0
Health Supplies	Non-Personnel Spending		\$1,000	\$1,000	\$0	\$0	\$0	\$0	\$0
IT Equipment & Hardware	Non-Personnel Spending		\$12,000	\$12,000	\$0	\$0	\$0	\$0	\$0
Library Books	Non-Personnel Spending		\$6,621	\$6,621	\$0	\$0	\$0	\$0	\$0
Membership Dues	Non-Personnel Spending		\$172	\$172	\$0	\$0	\$0	\$0	\$0
Office Supplies	Non-Personnel Spending		\$3,414	\$3,414	\$0	\$0	\$0	\$0	\$0
Professional Development Incl. Conference Fees	Non-Personnel Spending		\$15,000	\$15,000	\$0	\$0	\$0	\$0	\$0
Title II - Professional Development	Non-Personnel Spending		\$9,900	\$0	\$0	\$0	\$0	\$9,900	\$0

Proposal
Ward 7 and Ward 8
Selective Middle and High School Programs

Background

All the top performing DC public schools are in NW, except for McKinley Tech which is in NE. This is a gross display of inequity in our education system. It is magnified by the fact that 43% of all Pre-K – 12th grade students lived east of the Anacostia River, in Ward 7 and Ward 8 during SY 18-19.¹ However, despite housing the highest percentage of students, Ward 7 and Ward 8 have the lowest percentage of “performing schools.”²

We are desperate for top performing school options. In fact, data published by the Deputy Mayor of Education shows that 20% of families living east of the Anacostia River elect to send their scholars to top-performing schools in Northwest.³ Furthermore, SY 16-17 data showed that the number of Ward 7 and Ward 8 high-schoolers leaving to attend top-performing schools in NW, was enough to fill Benjamin Banneker High School, as more than 500 – high school students living east of the Anacostia River attended Jackson-Reed, McKinley Tech, School Without Walls and, Benjamin Banneker combined.⁴

Negative Impacts on Families and DCPS System

School performance is only one part of this nuanced problem. The lack of strong school feeder patterns is also a major source of stress and frustration for these families, whose kids are shuffled like playing cards between various wards and quadrants, scheming for schools that satisfy academic and logistical needs, as many families try to navigate multiple children through the DCPS system. This inequity disrupts critical family time and routines needed to support academic achievement, as High School students east of the Anacostia River have the longest school commutes. Our kids also lose meaningful opportunities to build lasting neighborhood friendships and do not have the related benefit of “social continuity,” that supports academic success and builds thriving communities.

The impact on families notwithstanding, these dynamics strain the entire DCPS system. Schools in NW are bursting at the seams, each year strategizing ways to meet the needs of a continuously increasing student population. Meanwhile, schools in SE are facing challenges of budget cuts and school closures due to a continuously decreasing student population. Jackson-Reed High School in NW was designed to hold 1,550 students; however, the student population was 2,300 in SY 21-22.⁵ DME data shows that 25% of the Ward 7 and Ward 8 high-schoolers traveling to NW, attended Jackson-Reed during that same year.⁶

Proposal

I propose creating a top performing selective middle and high school in Ward 7 and Ward 8, modeled after our top performing DCPS selective schools. These selective schools will benefit the DCPS system overall by, (1) relieving overcrowding in Northwest schools, (2) increasing student capture rates for Ward 7 and Ward 8 schools, (3) creating a “pseudo” feeder-pattern for families living east of the Anacostia River, and (4) addressing current systemic educational inequities.

¹ <https://www.dcpolicycenter.org/publications/state-d-c-schools-2018-19/>

² *Id.*

³ DC Office of the Deputy Mayor of Education’s EdScape website: <https://edscape.dc.gov/>

⁴ *Id.*

⁵ <https://www.foresthillsconnection.com/news/school-updates-amazon-will-pay-employees-udc-tuition-jackson-reed-hs-is-crowded/>

⁶ DC Office of the Deputy Mayor of Education’s EdScape website: <https://edscape.dc.gov/>

Testimony of Suzanne Wells
DCPS Budget Hearing
November 16, 2022

My name is Suzanne Wells, and I am the president of the Ward 6 Public Schools Parent Organization.

I am testifying this evening about the need to increase the salaries of Educational Aides in DCPS, school-based technology, and librarians.

Based on information from the American Federation of State, County and Municipal Employees, Local 2921, the pay scale for a new Educational Aide (EG/DS-04, Step 1) in 2021 was \$16.62. After ten years of service, the pay of an Educational Aide rises to only \$21.16; a \$4.54 increase. The starting salary of Educational Aides is only \$0.52 above the minimum wage in DC.

According to DCPS' Educational Aide job description, these positions require the educational aide on a daily basis to work with students individually and in small groups, reinforce daily lessons, motivate learning, assess progress, and assist with classroom management. An educational aide is a partner with the classroom teacher in implementing the daily lesson plans, and reinforces student learning. Educational aides seamlessly move into the teacher position when the classroom teacher is absent. All of these tasks are important to helping students perform at their grade level, and to narrowing the achievement gap.

I have been substituting for DCPS since 2016. When students returned to in-person instruction in 2021, I began substituting almost full time because the need for substitutes was so great. During this time, I have substituted primarily as an educational aide because schools have had the most difficulty filling these positions. The low salaries are the primary reason people are not attracted to the position. The educational aides I have worked with are professional and dedicated to the students. DCPS should raise their salaries in SY24 to be commensurate with their responsibilities.

DCPS has made significant progress in recent years in achieving a 1:1 device to student ratio. Our organization fully supports the testimony of Digital Equity in DC Education. We urge DCPS to fund a robust device refresh cycle, resolve issues with Smartboard installations, provide school-level funding for asset

management and IT support, and integrate digital literacy in the classroom curriculum.

Finally, our organization fully supports funding a librarian at every school, and providing funds to purchase books. Certified librarians and robust book collections support a love of reading, enhance student learning, and bring equity across schools.

Thank you for the opportunity to testify.

Testimony of Tiffany L. Brown, Payne/Ron Brown/Banneker

Good evening thank you for the opportunity to provide testimony tonight. My name is Tiffany L. Brown, I am a DCPS parent, teacher, and elected ANC Commissioner serving in the Hillcrest area of Ward 7. I am also the former LSAT chair of my children's K-8 school and currently am elected to serve on 3 LSATs. Although this is the beginning of the budget process, I am unclear how of what the budget process will be. This year I would DCPS to provide a transparent budget process that everyone is able to understand how and what is funded.

Briefly some things I would like to see in the budget are job embedded training for all staff. This job embedded training MUST meet the needs of the teachers because LEAP is not doing. We also need updated technology like, smart boards, updated computers for staff and students. I would also like to see EQUITY in all schools and in ALL WARDS. My children attend schools in Wards 1 & 7, and I teach in Ward 6. The learning experiences are different in all three schools. I hear the Chancellor talk about high impact tutoring, but what is that. To close the achievement gap between Black/Brown students with their white peers, we need high impact teaching, not tutoring. To truly address this, we need a research-based reading curriculum on the elementary level. There is a move within DCPS to train teachers in the Science of Reading, but this is not systemwide which is needed. This is a system-wide failure of EQUITY for students.

EQUITY is also needed with the staff. At my former school, there was an incident of harassment and bullying amongst staff in which I was a victim of. To date, DCPS has not provided training or any restorative practices at that school. I believe if this incident happened at another school in another Ward, it would have been addressed swiftly. DCPS cannot say it's an anti-racist school system, but students and teachers of color do not see that. WE don't feel the love but rather feel unprepared to deal with the challenges we face. Lastly, I would like the MAYOR/DCPS to do whatever it takes to provide Teachers with a fair, equitable contract with the Washington Teachers Union. Now it the time, you cannot continue to say you put students first by putting Teachers last. Thank you for your time. I believe you know how to contact me if need be.

Amy Daniels, Maury Elementary Parent and LSAT Member
Testimony before the DCPS FY24 Public Budget Hearing
November 16, 2022

My name is Amy Daniels. I am thankful to be here tonight, thankful for each and every one of you who have taken the time to be here also.

I am a parent of two children at Maury Elementary School. I serve on the Local School Advisory Team (LSAT). I am a Ward 7 resident and an unyielding advocate for public schools.

With the Mayor's FY23 budget of \$19.5 billion for our roughly 705,000 DC residents, overall *resources are not the problem*. **This is a question of allocation and priorities** given that we have more resources per citizen than nearly anywhere else in the nation. School budgets *need not—indeed should never be—a zero sum game* in this resource context.

Chancellor, we ask you to fight for DCPS students and represent the compelling—and sometimes heartbreaking—budget testimony you are hearing tonight in the broader city leadership setting. We DCPS parents, staff and other supporters are here to help you. Together, we must implore that the Mayor and Council make public school budgets a top priority because, as we all know, our students are the future. And it is our duty to ensure that future is bright.

With that as backdrop, the specific concern I bring to this hearing tonight is that the Uniform Per Student Funding Formula (UPSFF) **failed to serve Maury Elementary equitably**. This school year we are worse off for it in many ways. You will hear about the direct impacts in subsequent testimony.

Maury's per pupil funding was the lowest of the 72 elementary schools in DCPS at \$10,949. It was *nearly a thousand dollars per pupil less* than the next lowest school, Watkins. The UPSFF does *not* appear to have fixed the “big school penalty” that was long-observed in the old budget model.

I appreciate the diversity of school contexts, populations, needs, and missions. To compare apples-to-apples, we created a subset of ten peer school comparators most similar to Maury in the dimensions of at-risk population, English language learners, special education, overall school population, and enrollment growth. Yet Maury's per pupil is an outlier in this peer group.

Maury is a strongly enrolled school. It grew by about 30 students—more than a full classroom, yet with no new teacher. And even still, Maury saw a 3% per pupil funding **reduction** this current school year (FY23). Couple this with nearly 8% inflation year-on-year and the PTA is buying soap. No comparator school saw a per pupil reduction. Funding cuts are no way to recover from pandemic learning losses and certainly no way to respond to very real inflation pressure.

By contrast, six of the ten schools in Maury's peer group saw **increases of ten percent or more** per pupil. *That* is what every school deserves, but especially Maury since it had the highest percentage of at-risk students among these comparators.

In my written testimony, you will find the data I'm describing to you, along with their sources. We ask that you look at and explain to us how this model works, what its inputs are, and where those inputs came from. It is not hitting the mark for enrollment, for need, nor for stability---the three elements that DCPS claims the new funding formula accounts for. I have done exploratory analysis with these publicly available data and I cannot re-create anything close to what the formula spit out for Maury, a funding level that is inequitable and inadequate.

The model output for Maury must be adjusted as I do not believe this is the result that DCPS ever intended. This is important to Maury and it must also be important to DCPS.

Getting the funding formula right for **all** of our DCPS schools is foundational to the education outcomes we all want to see. And it is critical in our efforts to close the achievement gaps that widened in Maury's at-risk and special education target populations during the pandemic according to student assessment data.

Again, DCPS students are our future, and we should steward our city's resources to make that future bright. Students in our nation's capital deserve nothing less.

Thank you for the opportunity to share my concerns. Together, let's fight to make the education budget a top priority.

Sincerely,



Amy Daniels
Maury Elementary Parent
Local School Advisory Team

	Mann	Lafayette	Murch	Brent	Stoddert	Eaton	Hearst	Shepherd	Hyde-Addison	Mauzy	Observations for Mauzy
\$ Per Pupil (per DCPS)	13,745	12,509	12,003	12,888	13,052	13,247	15,131	13,354	13,792	10,949	Lowest per pupil funding
SY22-23 Enrollment	367	884	622	428	457	419	354	359	379	547	Strong enrollment
Change in Enrollment	-35	-58	8	-18	4	-25	0	-7	-25	38	Enrollment growth
# At Risk	9	27	36	22	34	32	30	35	43	64	Largest at-risk population among comparators
% At Risk SY22-23	2.50%	3.10%	5.10%	5.10%	7.40%	7.60%	8.50%	9.70%	11.30%	11.70%	Higher proportion of at-risk population among comparators
ELL (SY21-22 School Profile)	16%	8%	12%	4%	19%	16%	18%	8%	9%	2%	low ELL among comparators
SPED (SY21-22 School Profile)	6%	11%	7%	10%	6%	10%	11%	5%	9%	9%	median % SPED among comparators
% change per pupil funding from previous SY	13%	12%	5%	10%	1%	12%	2%	11%	13%	-3%	*ONLY school with negative per pupil funding change

Data sources:

\$ per pupil (per DCPS)	Mauzy LSAT provided data
FY 23 Enrollment	Mauzy LSAT provided data
Change in Enrollment	Mauzy LSAT provided data
# At Risk	Mauzy LSAT provided data
% At Risk (FY23)	Mauzy LSAT provided data
ELL (FY22 School Profile)	2021-22 Student Demographics as reported on School Profiles https://profiles.dcps.dc.gov/
SPED (FY22 School Profile)	2021-22 Student Demographics as reported on School Profiles https://profiles.dcps.dc.gov/
FY 23 PP	School Budget Visualization --> FY23 Submitted Budgets --> Single School Analysis https://dcpsbudget.com/dashboards/fy23-submitted-budgets/
FY 22 PP	School Budget Visualization --> FY23 Submitted Budgets --> Single School Analysis https://dcpsbudget.com/dashboards/fy23-submitted-budgets/
% change	Calculated

Testimony of Alison Stephen before the DCPS FY24 Public Budget Hearing
November 16, 2022

My name is Alison Stephen and I am a parent of two children at Maury Elementary. As a number of Maury parents noted last February, to no avail, Maury's per pupil funding for 2022-2023 is the lowest of all DCPS elementary schools, by about \$1,000 per pupil less than the next lowest-funded school. At \$10,949 per student, this school year's funding is also well below the Mayor's proposed baseline funding of \$12,419 per pupil. I strongly request reconsideration of the funding formula which was used. The detriments of this shortfall have been so real and hurtful to the students DCPS serves.

Maury's student body increased by 30 students this year, and all signs indicate it will continue to grow. The low funding level doesn't even cover current needs, let alone the needs of a growing population. Despite touting a strong return to in-person learning, and support for kids who suffered academic and emotional setbacks during virtual learning, DCPS reduced funding for special education staff and funded no additional teachers or interventionists for Maury.

Also, extremely notably and predictably, the FOUR classes of 3rd graders from last year were funneled into THREE oversized fourth grade classes because there was no funding for the obviously needed additional fourth grade teacher. When it is SO CLEAR that the student numbers necessitate an additional teacher, it is such a disservice to students, and really an abdication of responsibility for DCPS not to fund one. And again, no additional front office support was funded for the already overburdened single front office staffer.

Also, despite DCPS's position that covid-prevention and sanitizing are high priorities, there isn't enough soap. There aren't enough disinfecting wipes. Recently, teachers were asking parents for tissues because there weren't any tissues, and it's Fall, and kids have colds and allergies. And no tissues.

I really admire and am grateful for the heroic frontline efforts of Maury's teachers and staff. I think the Specials staff have been especially ill-served by the budget shortfall. In the Specials Art, Music, Science, Library and Spanish, a single teacher was serving 500 KIDS PER WEEK last year. Because no new specials teachers were funded to meet the increased population and already overwhelming duties, the school switched to a rotation of 3 specials per term. Not to mention the absurd expectation that the 1.5 PE teachers could cover 2 classes per week for 530 students (at 1060 student hours per week, per teacher, I guess?). I hope the next funding calculation funds enough teachers to provide Specials to every kid, every term.

Speaking of PE, since Maury's renovation four years ago, the retracting wall that should divide the main "multipurpose room" into a cafeteria and gym has been broken and will not close. The PE teachers have astoundingly, while begging for this repair for FOUR YEARS, continued their great work in the same room as a few hundred kids having lunch, where there is not a wall that keeps balls in the gym for PE. Again, the ones who lose out the most here are the kids. I really implore this repair be funded and implemented with haste.

In looking ahead at Maury's growth and funding, I also ask that DCPS considers the next physical accommodation for the ever-expanding student population. Despite the relatively recent renovation, Maury is bursting at the seams. Some of the flex open spaces for student learning, like the hallway "Discovery Den," have been converted into offices. This is especially notable in the case of the school's therapist, who must provide confidential services in a room without four walls or a door. I request that DCPS plan for the next expansion necessary to accommodate all the students in just a few years.

Based upon the above concerns, and more, I request that the budget formula be corrected to ensure that Maury, and all DCPS schools, are adequately funded.

Maury needs sufficient funding to provide:

- additional interventionists in reading and math, with a particular focus on support for grades 3-5
- a second full-time physical education teacher
- an additional fourth grade teacher
- additional staffing in the main office
- adequate funding for materials and supplies.

It is the responsibility of the City to provide baseline funding for the operation of the school and a whole child education for our kids. Thank you.

Tuesday, November 15, 2022

Re: DC Public Schools Fiscal Year 24 (School Year 23-24) Public Budget Hearing

Thank you for allowing the public, residents and stakeholders (community) to weigh-in on the DCPS budget process.

My name is Rochelle Gray and I live in the Eastland Gardens community, which is located in NE DC and is in close proximity to the Kenilworth Elementary School.

Our community has been without an elementary school for many years. Kenilworth Elementary School (KES) was closed for a myriad of reasons back in about 2013. In recent years, DCPS decided to re-utilize the school building as a swing space for other elementary schools in Ward 7. While this initially seemed like a good idea for DCPS, it has not been for our community, in which it is located. A few years ago and reluctantly, the community agreed with DCPS in using the space for three schools (Smothers, Maude Aiton (now Lorraine Whitlock) & Neval Thomas), while their school buildings were being renovated WITH THE understanding that KES would be returned to the DCPS inventory and re-opened for our community. In recent weeks and months, we have been hearing the rumblings of replacing the temporary outside structures with more permanent ones, which was never a part of any previous concessions or conversations with the community, as a whole, and especially with those residents that are directly affected by these changes and/or renovations.

When asked for more details from the Engagement Manager of Facility Planning and Design, no further information was given, yet, construction signs and shipping containers are now placed on the property. This is not “community engagement.”

Smothers Elementary came into the community and operated as a good community partner, but since Lorraine Whitlock (formally Maude Aiton) began to occupy the swing space in about June/July 2022, it has been a comedy of errors (totally unavoidable and not laughable). From them changing the name of our community school (Kenilworth Elementary School) without any notice to the community. And when asked to return its name reference in mid-August, there

has been no movement (short-term or long-term), but only empty promises without community follow-up from the Engagement Manager. We have had to call and report a loud alarm that could be heard throughout the neighborhood for days on end, only for it to return. I can go on to cite additional instances of DCPS not being a good community partner through this Manager's actions, but I will not, at this point.

DCPS Budget concerns, comments...

I would like to know the extent of structural plans have been budgeted for renovations to occur at KES now and in the near future, whether temporary or permanent. If any renovations are to be slated, it should absolutely involve (not telling us after they have been completed) the community and they should be aesthetically pleasing and in keeping with our current neighborhood.

I would also like to know when and how money will be allocated in coming years to restore KES, as a neighborhood school. As we have an increasing school-aged population, but currently parents must bus or drive their children out of our community (not to mention, right pass the KES (which is being used by another community in our own community)) to educate their young children. In addition, Kenilworth Courts Housing is currently undergoing reconstruction, where we will also see an influx of school-aged children.

As we evaluate our decision to work with DCPS to convert KES to swing space, we are not seeing community benefit. In fact, we are suffering. The school yard is now taken up by a large and very unattractive (now weather beaten) tent and trailer components, in order to accommodate these swing schools. We no longer have community green space, where softball games (little league) were and where community play was available. It blocks neighborhood sightlines and sometimes our physical access to our pool and recreation center.

In closing, it is my request and hope that you will assign/re-deploy persons that can truly work with the community in a transparent and open manner, so that all parties can benefit and to uphold community commitments regardless of incoming and out-going DCPS personnel.

Thank you for your immediate attention and serious consideration.

Mayor Muriel Bowser, Mayor of Washington, DC
And Committee on DC Public Schools, (DCPS) and Budget Oversight
1350 Pennsylvania Avenue, NW
Washington, DC 20004

Dear Chancellor Ferebee and Mayor Bowser;

I am Jocelynn Johnson, and I live at 807 Tewkesbury Place, NW, in Ward 4, and I am now the 4B03 ANC Commissioner. I am also the Vice Chairperson of the Ward 4 Mini Commission on Aging, working with Veronica Ingram, Chairwoman.

I am a senior resident and homeowner, having been the owner of my home in Ward 4 since March 1998.

I wanted to give you my testimony of what I believe is a gross demonstration of how the ball has been dropped on so many levels as it pertains to the work of the DC Government overall and the Department of General Services, (DGS), as well the lack of work not done and oversight for upkeep on the Whittier Elementary School, located at 5th Street, NW and Sheridan Street, NW, directly across the street from Calvin Coolidge High School, Ida B. Wells Middle School and the new Ward 4 Aquatics Center, all of which have been recently transformed into some of the most beautiful buildings in Ward 4, at the tragic expense of the Ward 4, Whittier Elementary School.

It's hard for me to imagine and believe that, with all of the new construction going on at these buildings, NO ONE, not ONE Ward 4/DC city official who lives in the ward 4, thought to address or to at least look at the Whittier School overall, with its on-going and longstanding poor structure deterioration. Children were attending the Whittier school and the staff were still reporting to work there and working daily in serious unsafe conditions like the broken boilers, leaking roof, no outside access ramp, and sewage leaks that set off the consistent sewage smell on a daily basis. These situations were only addressed when a crisis hit like when the boiler blew up on October 18th that forced the evacuation of the school. No one has addressed these problems yet. So, here we are here now—to once again report them on the official record to the Mayor, to DCPS

and to the DC City Council, this time hoping for immediate action to be taken to address Whittier's issues and get the needed work done NOW!

I know that the Whittier parents and supporters have sent MANY letters and emails to DCPS and to Mayor Bowser reporting the horrible conditions they have been forced to subject their children to on a daily basis, such as them not having a working elevator or an access RAMP installed outside, to name a few smaller important needs. It's been ABSOLUTELY AMAZING for me to read the horror stories included in all of the emails that have been sent to me, documenting the conditions at Whittier school. Mayor Bowser has a young daughter and I cannot imagine she would ever allow her daughter to be attend such a school on a daily basis and be subjected to these conditions. These parents sent emails to Mayor Bowser, to DCPS and to the DC City Council and in response not one person from the Mayor's office or DCPS has offered to MEET with the parents on the matter, NOT ONE PERSON!

In view of the great work done at Coolidge and at Wells, I further believe that Mayor Bowser and other DC officials, especially those who live in Ward 4 wanted to stay far away from this horror story unless and until a child got hurt, then forcing a dialog and a conversation to address these horrific problems!

Now that the election season is over, I cannot imagine there is any real thought on the part of anyone in HIGH PLACES to address this matter, although I stand as 4B03 ANC Commissioner with these parents and supporters to ask you to move the MUCH NEEDED and URGENT work on this school to NOW! We come to you NOW to DEMAND that the DC Council through its members MOVE a good chunk of the money it has ON HAND & do the things you KNOW must be addressed, address them NOW!

AND YES, there is the money available to do just that! All that is really needed now is the political WILL to do it—especially now since the elections are over! Our Whittier parents have done their part—they have documented and reported to our Mayor what has been going on at Whittier for years. They told Mayor Bowser, and probably Fenty

and all of the D.C. Councilmembers about this situation for YEARS. It's now time for the Council and the Mayor to MOVE and MOVE things, putting Whittier in the FRONT of the LINE, making it safe, and sound for its stakeholders! The Whittier Modernization cannot wait until the Fall of 2023 to begin, it needs to begin NOW!

I am here to request that Mayor Bowser, her staff and DCPS schedule a series of meetings, to begin after Thanksgiving, with the Whittier parents and supporters to identify where the changes are needed to begin in this improvement process. I am sure these discussions will include placement of the children while work is being done as well as a realistic timeline for its completion. Parents MUST be included in these discussions, and the Bowser administration needs to come to the table with real specifics about timelines, plans and even alternatives that address solutions and NOT excuses!

Our leaders are available to you tonight to start this ball rolling! You have the support of our neighbors throughout Ward 4! We MUST get started!

Thank you!
Jocelynn Johnson
4B03 ANC Commissioner

Hello, My name is Andrew Holod. I'm the parent of two Maury ES students and have been engaged in the school community for 7 years. First, I would like to thank Chancellor Ferrebee and all of the staff including the ASL interpreters for their support in creating a space to hear our concerns. I would also like to thank the speakers at the recent public hearing for their engagement and concern for our city's children.

While listening to the hours of testimony, I heard of distinct differences in experience and expectations from DCPS. Too many want for basic shelter, accommodation and safety in their school communities. Others grieve the loss of staff and support which made their schools exceptional. There seems to be a clear equity issue in our school system. This equity issue seems all the more outrageous, given our total per capita spending per student; especially compared to other school systems in the country. Most importantly, across all of the comments, what I heard was a distinct concern about outcomes and support for our DCPS staff and students to assure healthy, productive spaces and positive educational outcomes.

I believe the current funding formula, while an attempt at improving equity across the city, fall short of that goal. It seems that nearly all schools feel a distinct lack of funding. I would like to point out that Maury ES per pupil funding is the lowest among all of the schools in the city, 7% less \$ per pupil than the next lowest funded school and around 30% less per student than the amount mentioned by others during the public hearing. While we benefit greatly from a recently modernized school building, there remain serious shortfalls of support for educational outcomes, operational budgets and infrastructure maintainance.

A quick back of the envelope calculation shows that if the previously identified funding gap were multiplied by the 7% shortfall in regards to our next nearest funded school, Maury would receive an \$424,000 additional per annum. If we multiply the nearly 30% mentioned in the call, adding up to nearly \$5k per student, we would around \$2.6 million per annum! Even in the lesser scenario these additional funds would greatly address our issues with educational outcomes, supporting additional frontline teachers, office staff and operational budgets.

We added nearly 30 new students this year. That is nearly an entire new classroom's worth of kids, with no additional funding for new staff. If my experience is any guide, they will be dramatically underserved in this budget model.

My younger child has been negatively impacted by budgetary decisions over the last 2 school years. He is in the first, larger, cohort of kids to pass through the school. At the beginning of last school year, there was an identified need for an additional 3rd grade teacher. However, that teacher was not hired until weeks into the school year. This school year we encountered similar issues, where there was an identified need for new staff, in June 2022. While a candidate was identified and even introduced to the school community, they did not receive an offer letter prior to the start of the school year! A candidate should receive a formal offer letter prior to their expected employment start date.

We were issued a substitute teacher from Central office. His FT replacement did not arrive until more than 4 weeks into the SY. Can you imagine the disruption of establishing new classroom protocols 4+

weeks into the school year? Our new teacher is teaching a new grade, a new curriculum, in a new city and has not been well supported in her transition. Our kids are already behind in their learning goals due to the Covid gap and are falling further behind due to lack of support from DCPS.

Under the current budget model, Maury has zero new classroom teachers, zero new interventionists. Specials teachers must rotate class schedules on a weekly basis and alternate teaching students for only two terms this year to meet the needs of the entire student body. There is also a broader equity issue, as dysfunctional facilities, poorly implemented improvements, and declines in staffing and operational budgets will DCPS even took away funding for a special education teacher position from Maury's budget last year – despite no identified drop in the number of students who receive special education services. To the contrary, the pandemic is widely reported to have caused a backlog of identifying and diagnosing special learning needs and other necessary interventions. In other words, these populations, as an input to the DCPS funding formula, is almost certainly underestimated before even accounting for pandemic-driven impacts on learning.

Based upon inadequate FY23 funding, Maury students and staff are impacted in the following ways this current school year.

- Four 3rd grade classes were forced into three oversized 4th grade classes because there was no funding for an additional teacher. And the third teacher was not even on site for the first 4 weeks of school.
- Our overworked front office staff is— once again – without relief. There is no budget for a second front office assistant, even as the workload has dramatically increased.

In addition, this year:

- There are only one full-time and one half-time physical education teachers serving the entire student populations. This makes it extremely difficult to meet the District's own "two PE classes per week" mandate;
- Students who in past years would have received intervention support go unsupported because of insufficient staffing to meet the demand for both academic and social/emotional supports;
- Maury received larger numbers of grade 3-5 transfer students from other schools. As Maury implemented intentional curricular changes in K-2 to better prepare upper elementary students, transfer students coming into Maury have not benefited from these adjustments. As a result, there is insufficient staffing for the academic interventions needed specifically in grades 3-5.
- The school is extremely lacking in supplies and materials funding. My kids regularly don't get homework packets due to malfunctioning or material supply issues in regards to basic photocopy needs.

Without a change in the funding formula these shortfalls remain and will only get worse overtime, particularly in the context of inflation. In addition to budgetary needs for staff there is a larger

maintenance issue. The DC General Services Office has failed to adequately meet the needs of maintaining the brand new school building. There are cracks in the exterior walls of the building and in the retaining walls surrounding the playground. There is a cracked exterior window next to a set of entrance/exit doors, and the list goes on. Based upon this I request that the budget formula be corrected to ensure that Maury, and all DCPS schools, are adequately funded.